TEACHING UNIVERSITY- LEVEL ENGLISH COURSES:

A Practical Guidebook

This book brings together experienced lecturers from a wide range of Indonesia higher education institutions who share a common objective: how to design, implement, and evaluate university-level English courses in practical ways. Rather than offering a single method, the book places instructional designs as a unifying framework through which course content, teaching methods, learning activities, teaching media and assessment are aligned coherently. Across chapters, all authors engage with real classroom conditions such as large classes, varied proficiency levels and uneven access to technology, while offering adaptable strategies. Therefore, this book is intended not only as a reference but also as a working companion for lecturers, curriculum developers, pre-service teachers, and graduate students.

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The Instructional Design of Educational Technology

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1. INTRODUCTION

In the current landscape of higher education, teaching university-level English courses demands more than traditional lecturing and textbook-driven instruction. The rapid advancement of educational technologies has transformed the landscape of English language teaching (ELT) and learning, presenting both opportunities and challenges that instructors must skillfully navigate. For example, a meta-analysis of 67 studies found a statistically significant positive effect size for the deployment of educational technology in English language teaching, highlighting its potential to enhance learning outcomes when properly integrated (Rahmati et al., 2021). Simultaneously, scholars observe that higher education instructors must develop new digital competencies, particularly when it comes to designing technology-enhanced assessment and feedback practices,

implying that technology adoption is not merely optional but central to contemporary ELT pedagogy (Maknun et al., 2024; Picasso, 2024). Given this context, university-level English courses must be reconceived through a lens of instructional design, engagement scaffolding, feedback loops, and assessment innovation, all powered by educational technology.

However, while the promise of technology in ELT is substantial, so too are the practical and systemic issues that accompany its implementation. On the one hand, digital tools support personalized, interactive, and student-centred learning experiences that can increase engagement, collaboration, and immediacy of feedback. For instance, a systematic literature review on digital assessment in ELT highlighted that digital assessment tools offer adaptability and immediacy of feedback, aligning well with the diverse needs of students and the real-world use of language (Susyla, 2023). On the other hand, barriers such as digital access inequities, instructor digital-skills gaps, and misalignment between technology affordances and pedagogical goals remain persistent. For example, research on students' problems in implementing technology-integrated learning pointed to students' lack of infrastructure, motivation, or training as key impediments (Prayudha, 2023). Moreover, in English teaching specifically, the quality of feedback remains a major concern: one study noted that meaningful feedback practices in EFL classrooms still struggle with timeliness, specificity, and actionable guidance (Safitri & Maknun, 2023; Widiastuti, 2021). Thus, this chapter will address how technology can be leveraged strategically in university-level English courses to optimise instruction, enhance engagement, refine feedback, and innovatively assess learning, while also acknowledging and navigating the constraints that accompany such integration.

2. INSTRUCTIONAL DESIGN

2.1 Course Content and Topics

The Educational Technology course is structured to help pre-service English teachers develop the competencies needed to teach effectively in digitally supported classrooms. Reflecting the chapter theme, "Revolutionizing English Teaching Through Educational Technology," the course encourages students to view technology not simply as digital tools but as pedagogical resources that strengthen instructional goals. By the end of the semester, students are expected to evaluate and incorporate appropriate digital platforms into their English teaching, select technologies that promote active engagement, design tech-integrated lesson plans to support language development, and apply technology-based feedback and assessment practices. The course also emphasizes professional conduct, highlighting ethical responsibilities related to data security, accessibility, and fairness. Thus, students are prepared to teach with technology in a thoughtful and responsible manner (Muslimin et al., 2023).

To achieve these outcomes, the course gradually builds from theory to application. Early weeks introduce technology-integration frameworks such as TPACK and SAMR (Kendon & Anselmo, 2022; Alivi, 2019), alongside constructivist and blended learning concepts (Mualim et al., 2025; Sari et al., 2023). After establishing these foundations, students explore practical digital tools for language instruction, including LMS platforms, multimedia resources, collaboration applications, and gamified learning tools. Mid-semester, students complete an applied project in which they design and present a technology-based lesson plan, reinforcing their ability to integrate pedagogy and technology in authentic teaching contexts. The subsequent table outlines the detailed weekly focus.

Table 1

The Topic of the Educational Technology Course

Week	Theme / Topic	Focus
1	Course Orientation & The Role of EdTech in ELT	Definitions, trends, learning goals
2	Theoretical Foundations of Technology-Enhanced ELT	TPACK, SAMR, Constructivism, Blended learning
3	Digital Pedagogy & Lesson Planning	Pedagogical decision-making with tech
4	Learning Management Systems (LMS) in ELT	Moodle, Google Classroom, Edmodo
5	Digital Resources for Teaching English Skills	Listening, speaking, reading, writing tools
6	Interactive Platforms & Online Gamification	Kahoot, Quizizz, Wordwall, ClassPoint
7	Collaborative Learning & Online Writing Platforms	Padlet, Google Workspace, discussion boards
8	**Mid-Semester Project:** Technology-Integrated Lesson Plan	Presentation + peer reflection
9	Technology for Differentiated & Inclusive ELT	Personalization, accessibility, UDL framework
10	Tech-Based Feedback Strategies	Audio/video feedback, AI feedback tools
11	Digital Formative Assessment	Quizzes, e-portfolios, self-assessment
12	Summative & Authentic Assessment in ELT	Projects, digital exams, rubric design
13	Managing Classroom Challenges in EdTech Integration	Digital ethics, academic integrity, distractions
14	AI in Language Learning	Chatbots, GPT tools, adaptive learning
15	Professional Digital Identity & Lifelong Learning	PLN, teachers' digital portfolio
16	**Final Project**: Micro-Teaching with Technology	Teaching implementation and reflection

After building basic skills in instructional planning, the course progresses to methods that enhance student motivation, participation, and learning development. Learners examine technology-supported techniques for engagement, inclusion, collaboration, and multimodal communication. The course then emphasizes feedback and assessment, guiding students in designing digital formative and summative evaluations, creating online rubrics, and integrating automated as well as peer-based feedback tools while critically reviewing emerging assessment technologies (Grab, 2025). These competencies equip future teachers to support achievement with fairness and transparency. In the later weeks, students study digital classroom management and address ethical concerns, including online safety, academic honesty, and managing distractions. The semester culminates in a micro-teaching task, in which students apply educational technology to create a complete lesson.

The course is intentionally sequenced, allowing students to first understand the theoretical rationale, then practice with tools, and finally apply them through lesson design and micro-teaching. Optional topics, such as mobile learning, digital storytelling, VR, and corpus tools, provide flexible enrichment aligned with institutional and professional needs. The structure reflects a belief that strong educational technology instruction integrates theory, pedagogy, tools, practice, and reflection, enabling pre-service teachers to make informed, student-centered decisions in real classrooms.

2.2 Teaching Method

Teaching an Educational Technology course for prospective English teachers demands an instructional model that reflects the values it aims to promote, namely, interactivity, learner-centeredness, reflection, and meaningful use of technology. Rather than relying solely on theoretical explanation, the course emphasizes technology-enhanced active learning in which students engage directly with

various digital platforms. Demonstrations are paired with guided practice, allowing learners to immediately experience the features and instructional potential of learning management systems, collaboration tools, and online assessment applications from both teacher and student perspectives (Maknun & Widyaningsih, 2022). Group-based work further strengthens the learning process by enabling students to co-create lesson plans, evaluate digital tools, and design rubrics collaboratively. Such instructional strategies foster not only technological proficiency but also pedagogical reasoning, informed decision-making, and readiness for real classroom implementation.

A central characteristic of the course is its intentional use of three assessment orientations, Assessment for Learning (AfL), Assessment as Learning (AaL), and Assessment of Learning (AoL), as integrated teaching and learning strategies. AfL is embedded throughout the semester through short digital assessments, polls, and online reflections to monitor understanding and guide instructional decisions. Meanwhile, AaL positions learners as active agents in their own growth through digital self-assessment and peer-assessment activities, promoting independent learning and metacognitive awareness. AoL is used to evaluate final outcomes, particularly during lesson-plan presentations and micro-teaching sessions, where students demonstrate their ability to use technology purposefully and pedagogically. These are complemented by simulated teaching tasks, case-based problem solving, and project-based assignments that encourage students to apply technology in authentic classroom contexts. Together, these methods create a cohesive learning ecosystem in which technology, pedagogy, reflection, and assessment are seamlessly interconnected, preparing future English teachers not just to use technology but to teach with it meaningfully and ethically (Maknun et al., 2024)

2.3 Teacher and Student Roles

The effectiveness of an Educational Technology course relies heavily on how the lecturer and students share and negotiate their responsibilities throughout the learning process. The lecturer functions not only as a knowledge provider but also as a facilitator, instructional designer, and mentor. Early in the semester, the lecturer takes a leading role by introducing foundational theories of technology-enhanced pedagogy and modelling the use of frameworks such as TPACK and SAMR. They prepare learning resources, demonstrate best practices in technology-supported English instruction, and structure activities that build competence in a step-by-step manner (Ginting et al., 2022). As students begin projects and micro-teaching, the lecturer gradually transitions to a mentoring role, guiding reflection, offering constructive feedback, and supporting student independence.

Students, meanwhile, are positioned as active learners who explore, evaluate, and apply digital tools in authentic teaching contexts. Their involvement becomes strongest during hands-on practice, collaborative lesson planning, peer-assessment, and micro-teaching activities. As the semester progresses, instructional dominance shifts from the lecturer to the students, culminating in sessions where students take on near-teacher roles by managing digital learning and demonstrating readiness for classroom practice. When both parties perform their roles strategically, the lecturer ensures pedagogical integrity, and students engage in self-directed learning, the course becomes a professional growth environment that prepares students to become confident and reflective English teachers.

2.4 Activity Types

Educational Technology courses in English teaching integrate conceptual understanding with practical application through a variety of learning activities. Students design technology-enhanced lesson plans, explore digital tools for teaching language skills, and

collaborate on multimedia or e-learning projects that strengthen creativity and teamwork (Sukandi & Hasbi, 2024). Hands-on tool practice, such as using LMS platforms, quiz generators, and digital storytelling applications, helps build confidence in applying technology to instruction. Reflection activities, including blogs or e-portfolios, encourage students to evaluate the pedagogical value and ethical considerations of technology use. Meanwhile, assessment-focused tasks develop skills in providing digital feedback through tools like forms, rubrics, and peer-evaluation platforms. Rather than relying on a single activity type, combining instructional design, tool exploration, collaboration, reflection, and assessment supports the development of both pedagogical and technological competence, enabling the effective achievement of learning objectives.

2.5 Materials and Media

Learning materials and media for an Educational Technology course can be presented in diverse formats, including digital modules, multimedia tutorials, interactive slides, instructional videos, and web-based platforms such as LMS, mobile learning apps, and microlearning content. These formats enable students to access materials flexibly, revisit concepts independently, and learn according to their preferred pace and learning style (Hasbi & Sari, 2021). Technology demonstrations and tool-based tutorials, such as video walkthroughs and step-by-step infographics, are particularly useful for developing practical skills (Islamiah, 2021).

Meanwhile, discussion forums, collaborative digital whiteboards, and project-based platforms support experimentation and peer interaction. The variety of formats is intentionally chosen to model technology-enhanced learning, expose students to tools they may later use in their own English classrooms, and ensure the course reflects the authentic, technology-rich contexts of modern language teaching.

2.6 Assessment and Evaluation

Assessment in an Educational Technology course should be conducted continuously throughout the semester to capture students' progress in both conceptual understanding and practical skill development. Ideally, evaluation occurs at multiple points: early formative assessments to identify prior knowledge and learning needs, ongoing assessments during tool-based practice and project development to guide improvement, and summative evaluation at the end of the course (Hutaruk, 2024).

Key aspects to assess include students' ability to integrate technology into lesson planning, apply digital tools for instruction and assessment, demonstrate creativity and pedagogical rationale, and reflect critically on the ethical and pedagogical implications of technology use. Learning can be evaluated through a combination of quizzes, digital portfolios, technology-enhanced lesson plans, peer evaluation, and project demonstrations. Using varied and continuous assessments ensures that learning is authentic, measurable, and aligned with professional expectations for future English teachers.

3. RECOMMENDATION

The integration of educational technology in university-level English teaching presents both promising advantages and significant challenges. On the positive side, digital tools enhance engagement, provide personalized learning paths, and support interactive feedback and assessment practices (Maknun et al., 2024). For example, adaptive digital assessments in ELT can tailor tasks to individual proficiency levels and provide instantaneous feedback.

However, critics point out drawbacks such as unequal access to reliable infrastructure, inadequate teacher training, and potential over-reliance on technology, which may undermine deeper learning (Al-khresheh, 2024; Hasbi et al., 2025; Luthfiyyah et al., 2021; Maknun et

al., 2024). Practically, instructors must balance the use of technology with pedagogical purpose, ensuring that tools support, not substitute for, sound instructional design. As a recommendation, institutions should invest in capacity building for lecturers, ensure equitable access, and treat technology as one component of a holistic teaching strategy. In conclusion, while educational technology can revolutionize English teaching, its success depends on thoughtful integration, ongoing evaluation, and context-sensitive implementation.

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